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ABSTRACT

Materials are presented to assist Illinois educational administrators in providing the necessary programs and services to allow for the attainment of vocational skills by the handicapped, limited English proficiency, and disadvantaged populations. The first section briefly describes such relevant legislation as Title II of the Education Amendments of 1976, Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973, Comprehensive Employment and Training Act Amendment of 1978, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Article 14C of the School Code of Illinois. Section 2 outlines the role of the administrator in a program for students with special needs. In section 3 guidelines for identifying handicapped, limited English proficiency, and disadvantaged persons are provided. The fourth section outlines key questions and activities to be completed for program identification, development, implementation, and evaluation. The final section discusses staff development and contains an "Action Plan for Long-Range Staff Development." (YLB)

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VOCATIONAL EDUCATION FOR HANDICAPPED, LIMITED ENGLISH PROFICIENCY, AND DISADVANTAGED PERSONS

Consultant Services Section
Illinois State Board of Education
Department of Adult, Vocational and Technical Education

January, 1981

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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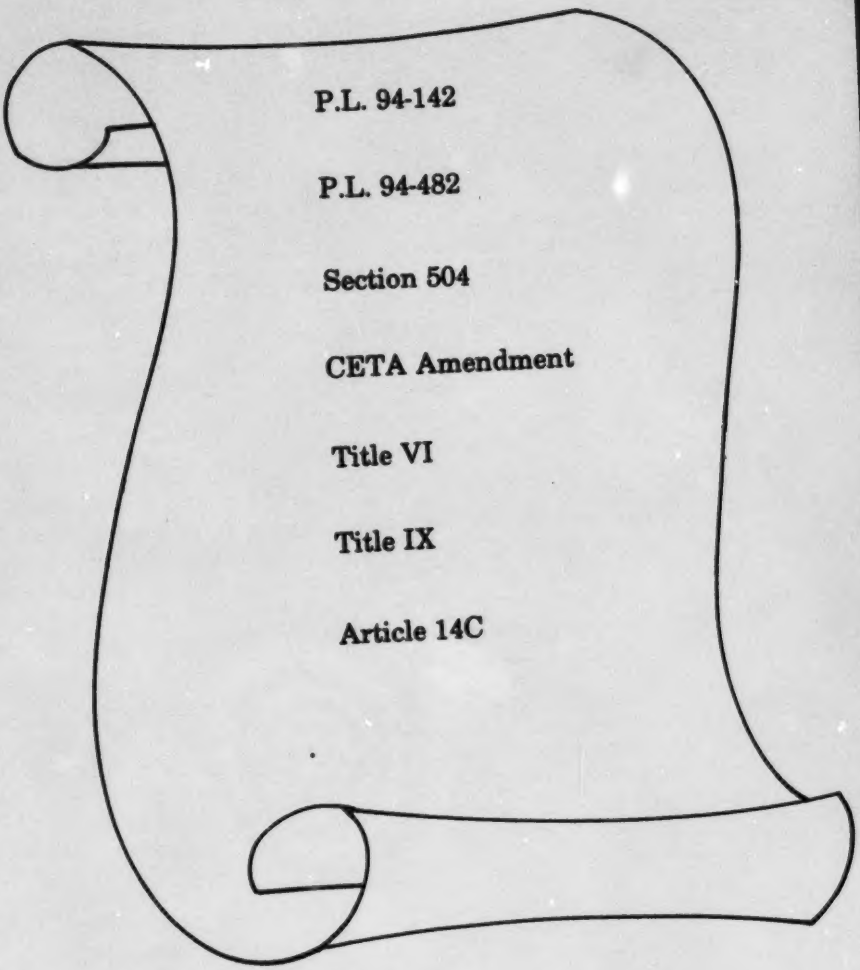
For the purpose of this publication, the term "SPECIAL NEEDS STUDENTS" refers to those individuals who are identified as handicapped, disadvantaged, and/or have limited English proficiency, and who by reason thereof:

(1) Require and receive special assistance and related services, and

(2) Cannot succeed in the regular vocational education program without special assistance; or

(3) Require a modified vocational education program.

RELEVANT LEGISLATION



VOCATIONAL EDUCATION FOR HANDICAPPED, LIMITED ENGLISH PROFICIENCY, AND DISADVANTAGED PERSONS

Major pieces of legislation have created opportunities for persons with special needs to participate fully in the mainstream of society. It is important to see how the laws complement and reinforce one another. In implementing these laws, education plays an important role in fulfilling the needs and protecting the rights of these special populations. The purpose of this publication is to assist educators in providing the necessary programs and services to allow for the attainment of vocational skills by the handicapped, limited English proficiency, and disadvantaged populations.

PUBLIC LAW 94-482

Title II of the Education Amendments of 1976 (P.L. 94-482) indicates that vocational training should be made accessible to persons of all ages in all communities of the state. A special emphasis is placed on providing vocational education to persons for whom the need is most acute — the disadvantaged, the handicapped, and persons with limited English proficiency. The intent of this federal legislation is to insure that all persons will have ready access to training which is "of high quality, realistic for gainful employment, and suited to their needs, interests and abilities." (Part A, Section 101)

The Act requires that:

- Ten percent of federal funds allocated to states for vocational education be spent on the handicapped.
- Twenty percent of federal funds allocatd to states for vocational education be spent on the disadvantaged, including the limited English proficiency population. Special emphasis is placed on the utilization of these monies for the local education agency cost of providing special vocational program support services. (Part A, Section 110)
- Advisory councils must be set up on both state and local levels. There must be "appropriate representation of racial and ethnic minorities found in the program areas, schools, communities, or region which the local advisory council serves." (Section 104.111(d)) At the federal and state levels, representation of the handicapped is mandated. It is recommended at the local level.
- Local educational agencies must submit annual plans to the state. Included in this plan is a section on programs and services for the special needs population.

PUBLIC LAW 94-142

The Education for All Handicapped Children Act (P.L. 94-142) establishes the right of every handicapped child to a free, appropriate, public education (Federal Register, August 23, 1977, 121a.122). This includes the right to appropriate vocational education (Federal Register, August 23, 1977, 121a.14).

- As of September 1, 1980, every state is required to insure that a free appropriate public education is provided to all handicapped children, age three through twenty-one, who are found to be in need of special education and related services. (Federal Register, August 23, 1977, 121a.122)

- This federal law assures that the rights of handicapped students and their parents or guardians are protected. Parents or guardians and, when appropriate, the students must be included in conferences when decisions are made about the individualized education program. (Federal Register, August 23, 1977, 121a.344)

SECTION 504 OF PUBLIC LAW 93-112

Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) assures equal opportunity for handicapped people of all ages in all areas of life. It is a civil rights law — and totally prohibits discrimination on the basis of handicap in any private or public program receiving federal financial assistance. Violations of Section 504 can result in loss of federal funds. (Federal Register, May 4, 1977, 84.4)

In addition to reaffirming every handicapped student's right to a free, appropriate education, the law includes these important requirements:

- Handicapped persons must have opportunities to participate in or benefit from services equal to those that are provided to others; exclusion of handicapped students from educational programs is a violation of their civil rights. (Federal Register, May 4, 1977, 84.4)

- Post secondary vocational programs and colleges receiving federal funds may not discriminate against applicants on the basis of handicap . . . accommodations must be made to make it possible for qualified students to participate. (Federal Register, May 4, 1977, 84.42)

- All programs and services must be barrier-free. As of June 1980, any necessary structural changes should have been completed. (Federal Register, May 4, 1977, 84.44)

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT AMENDMENT OF 1978 (P.L. 04-524)

The Comprehensive Employment and Training Act Amendment of 1978 provides a policy statement expanding the definition of economically disadvantaged to include handicapped persons whose handicaps present "substantial barriers to employment." (Final Regulation, *Federal Register*, April 3, 1979, P. 19991)

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act prohibits exclusion from programs and denial of benefits to any person on the basis of race, color, or national origin.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 (P.L. 93-318), as amended by Section 3 of P.L. 93-568, insures that programs and services are equitable for both sexes.

ARTICLE 14C OF THE SCHOOL CODE OF ILLINOIS

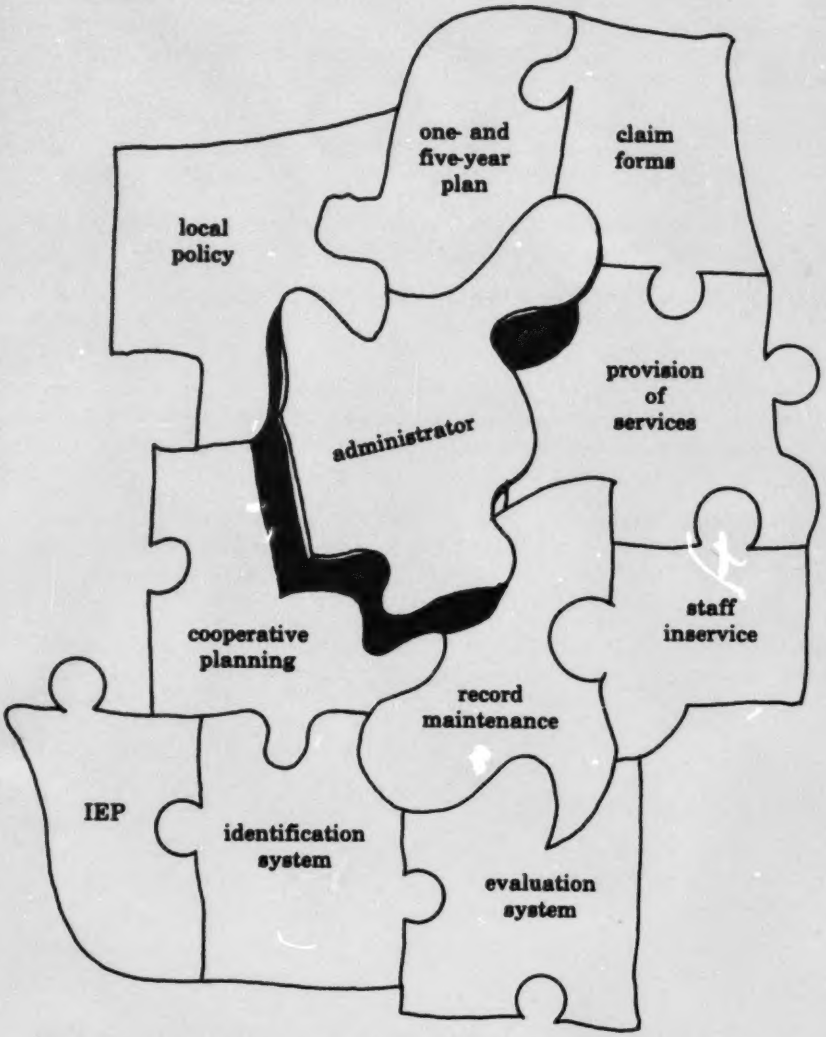
Article 14C of the School Code of Illinois (entitled Transitional Bilingual Education), effective July 1, 1976, requires:

> "school districts with attendance centers with 20 or more children of limited English-speaking ability who share a common home language to provide and maintain a program of transitional bilingual education . . ."

A transitional bilingual program includes subjects required by law, native language arts, English as a second language (ESL), and the history and culture of the students in the program.

In essence, all of the laws cited have a common goal: that of providing services and programs which allow for a student's full participation in the educational system.

THE ROLE OF THE ADMINISTRATOR



ROLE OF THE ADMINSTRATOR IN A PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

Throughout legislation, the involvement of the special needs student in the least restrictive environment is emphasized. The least restrictive environment constitutes the most appropriate placement for a student and does not always mean integration into the "regular" classroom. However, when integration into the regular classroom is determined appropriate, the vocational instructor, as well as the special needs student, requires support. It is essential that administration assist vocational instructors and supportive staff in implementing this concept.

Without leadership of administrative personnel, a vocational program and the necessary supportive services for students with special needs is impossible. The administrative staff is responsible for key components of the program:

1. Development of local policy regarding the programs and services for students with special needs.

2. Completion of Illinois State Board of Education/Department of Adult, Vocational and Technical Education required information in the district's One- and Five-Year Plan, Claim Forms, and Follow-up Information.

3. Maintenance of administrative records on identification criteria, services provided, and accountability of funds received and expended by the local educational agency.

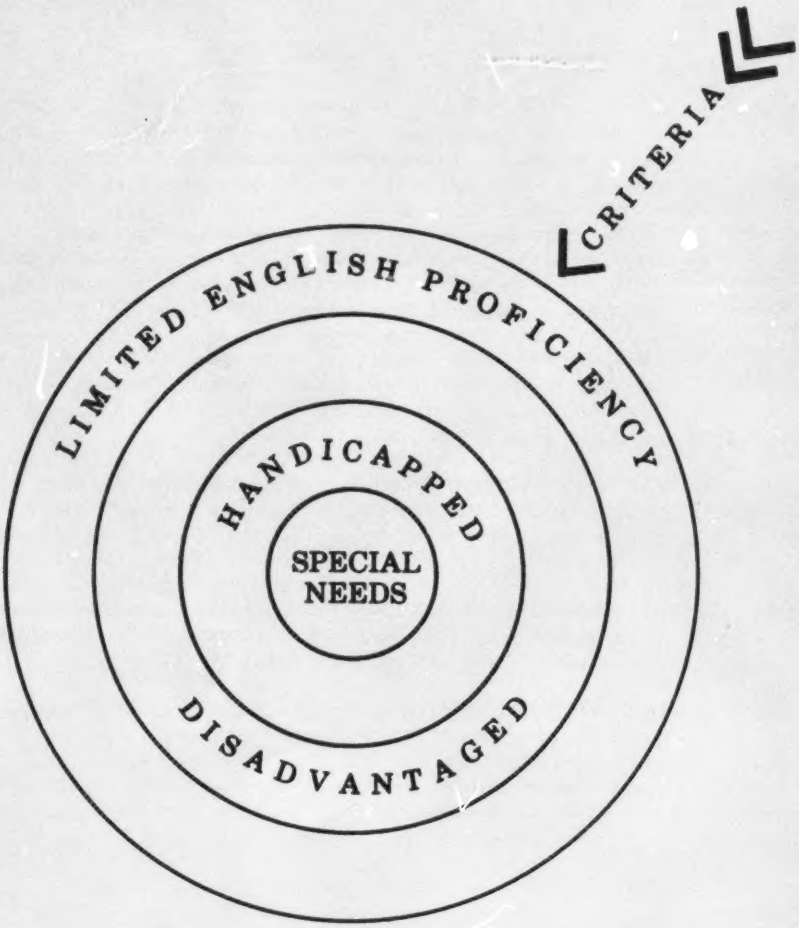
4. Establishment of a system which (a) identifies handicapped, disadvantaged, and students with limited English proficiency in vocational education, (b) provides the necessary support services, and (c) evaluates the effectiveness of the programs and services.

5. Encouragement of cooperative planning within the local educational agency, as well as with other funding agencies such as Illinois State Board of Education/Department of Adult, Vocational and Technical Education, Specialized Education Services, Department of Bilingual Education, Department of Rehabilitation Services (DORS), and Comprehensive Employment and Training Act (CETA) and other human services agencies.

6. Assurance that annual career/vocational goals and objectives are included in each handicapped student's Individualized Education Program (IEP).

7. Provision of in-service for staff regarding policy information, identification system, program planning, curriculum development, coordination and evaluation of effort in meeting the needs of students who are handicapped, disadvantaged or have limited English proficiency.

IDENTIFICATION SYSTEMS



HANDICAPPED

At the secondary level, all handicapped persons enrolled in a vocational education program receiving funds from vocational education legislation must have an Individualized Education Program (IEP) as prescribed under Public Law 94-142. For post secondary and adult vocational education programs, handicapped persons are persons who have one of the impairments listed below and require special services to succeed in their vocational education programs.

"Handicapped" refers to a person who is:

1. ***MENTALLY RETARDED*** **means significantly subaverage general intelligence functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.**

2. ***HARD OF HEARING*** **means a hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance, but which is not included under the definition of "deaf" in this section.**

3. ***DEAF*** **means a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.**

4. ***SPEECH IMPAIRED*** **means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.**

5. ***VISUALLY HANDICAPPED*** **means a visual impairment which even with correction adversely affects a student's educational performance. The term includes both partially seeing and blind children.**

6. ***SERIOUSLY EMOTIONALLY DISTURBED*** **is defined as follows:**

   (i) **The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:**

      A) **An inability to learn which cannot be explained by intellectual, sensory, or health factors;**

      B) **An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;**

      C) **Inappropriate types of behavior or feeling under normal circumstances;**

      D) **A general pervasive mood of unhappiness or depression; or**

E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes students who are schizophrenic or autistic. The term does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

7. *ORTHOPEDICALLY IMPAIRED* means a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

8. *OTHER HEALTH IMPAIRED* means limited strength, vitality or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a student's educational performance.

9. *DEAF-BLIND* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and education problems that they cannot be accomodated in special education programs solely for deaf or blind children.

10. *MULTIHANDICAPPED* means concomitant impairments, such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc., the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind students.

11. *SPECIFIC LEARNING DISABILITY* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or of environmental, cultural, or economic disadvantage.

LIMITED ENGLISH PROFICIENCY

A person with Limited English Proficiency (LEP) is any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of the Limited English Proficiency (LEP) condition must be kept on file.

Limited English Proficiency persons vary in the degree of English proficiency in the areas of understanding, speaking, reading, and writing. To assist in student identification and in delivery of services, the following levels of English language proficiency, developed by the Illinois State Board of Education, Bilingual Section may be used:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

4. The individual speaks and understands English without apparent difficulty, but displays low achievement indicating some language or cultural interference with learning.

A "limited English proficiency" can be determined by reporting students participating in an English as a second language (ESL) or bilingual program, scoring low on an English proficiency test, or reported on the Bilingual Census.

DISADVANTAGED

Under the Vocational Education Amendments of 1976, the identification of disadvantaged persons must be based on the following conditions:

- The individual is not succeeding or cannot be expected to succeed in a regular vocational program without special assistance.
- Individuals, not groups, are identified.
- The individual is identified by the effect, not the cause of his/her disadvantaged condition.
- The individual's disadvantaged condition is a contributing factor to his/her lack of success.

The criteria are stated in general terms so that local educational agencies can establish their own systems of identification based on the criteria. Because local agencies are accountable to substantiate the identification procedures and to demonstrate that related services were provided for these students, it is essential that the actual procedures used for identification be clearly specified.

Additional implications of the criteria are that a particular disadvantage is affecting the student such that he/she is not succeeding or cannot be expected to succeed in a regular vocational program. The local education agency has the responsibility to determine annually whether students need special services and/or special programs to develop their abilities in a vocational program of their interest and within their potential.

Disadvantaged refers to persons (other than handicapped) who meet the following definitions:

ECONOMIC DISADVANTAGE means:

1. Family income is at or below national poverty level,
2. Participant or parent(s) or guardian of the participant is unemployed,
3. Participant or parent of participant is recipient of public assistance, or
4. Participant is institutionalized or under State guardianship.

An economic disadvantage can be determined by reporting students at the secondary level who are participating in a free or reduced lunch program, AFDC (Aid to Families of Dependent Children) program or work-study program. Students at the post secondary and adult levels may be identified from basic education opportunity grant records or similar financial aid.

ACADEMIC DISADVANTAGE **means that a person:**

1. **Lacks reading skills for the vocational instructional materials as determined by appropriate standard evaluation instrument. (Usually two grades below grade placement)**

2. **Lacks writing skills. (Usually two grades below grade placement)**

3. **Lacks mathematical skills, etc. (Usually two grades below grade placement)**

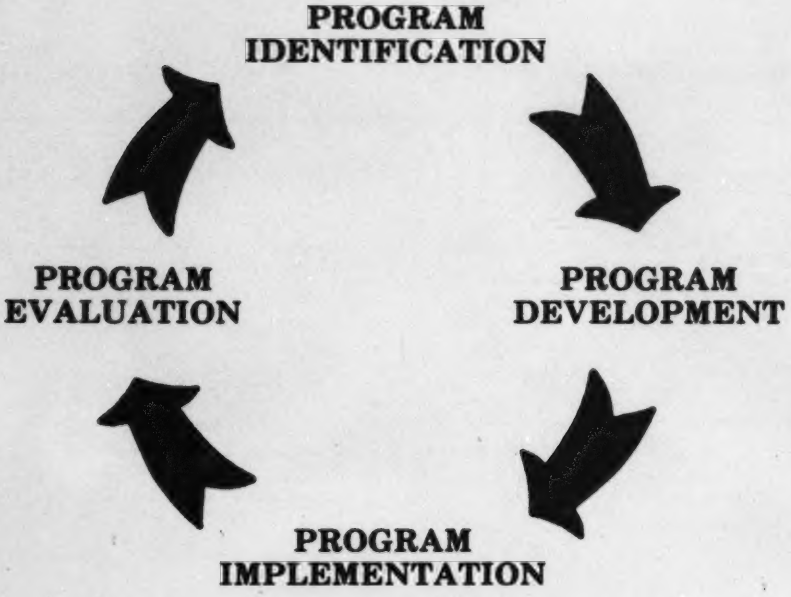
4. **Performs below course level and cannot achieve in regular vocational instruction without supportive services as determined by standard evaluation. (Usually two grades below grade placement)**

An *academic disadvantage* can be determined at the secondary level by reporting students enrolled in remedial programs, or performing below grade level on standardized tests or failing a grade. For the post secondary and adult levels, an academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation. Substantive evidence of the disadvantage must be kept on file.

CONFIDENTIALITY OF RECORDS

The Family Rights and Privacy Act provides for professional confidentiality of records. A coding system for the identification of handicapped, disadvantaged, and students with limited English proficiency should be established. It is essential that confidentiality of records be maintained so the provisions of the Act are not violated.

It is not a violation of the Family Rights and Privacy Act to notify educational personnel of the student's condition for the purpose of providing educational services. This information should become a part of the student's record for as long as the information is accurate or useful.


PROGRAM
IDENTIFICATION
PROGRAM
DEVELOPMENT
PROGRAM
IMPLEMENTATION
PROGRAM
EVALUATION

PROGRAM IDENTIFICATION, DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Program identification, development, implementation, and evaluation represent a process when preparing for the initiation of a comprehensive program for special needs students. The process is continuous. Each phase of the process possesses a unique set of questions and activities.

KEY QUESTIONS	ACTIVITIES TO BE COMPLETED
1.0 PROGRAM IDENTIFICATION	
1.1 Why is this program needed?	1.1 Write a program rationale statement.
1.2 Is the program area justifiable in terms of supply and demand data?	1.2 Complete a supply/demand analysis and determine the need for employees.
1.3 Is there adequate student and internal interest and/or support for the program areas being considered?	1.3 Prepare a written statement of interest in and internal support for the program.
1.4 Does the institution have or can it obtain the necessary resources (human, financial, etc.) to develop and implement this program?	1.4 Complete an analysis of institutional ability. Prepare a written summary.

KEY QUESTIONS	ACTIVITIES TO BE COMPLETED
2.0 PROGRAM DEVELOPMENT	
2.1 What are the characteristics and competencies of the target group?	2.1 Develop a "Target Group Description."
2.2 What specific competencies will the graduate of this program or course be expected to possess?	2.2 Write a "Job Description." Prepare a "Task Listing Sheet." Prepare "Task Detailing Sheets" for all tasks on Task Listing Sheet.
2.3 What are the objectives for this course or program?	2.3 Write "Instructional Objectives" for each job task listed on Task Listing Sheet.
2.4 How can these objectives be grouped to achieve the optimum format for offering this course or program?	2.4 Prepare and sequence "Course Development Worksheet" that includes all objectives in 2.3.
2.5 What new courses or modifications in existing courses are necessary to facilitate this program or course(s)?	2.5 Complete the "Program Development Worksheet" listing all courses defined in Activity 2.4.
2.6 What instructional staff and staff competencies will be needed to offer this course or program?	2.6 List instructional staff needed and describe their qualifications.
2.7 What resources will be required to offer this course or program?	2.7 List and describe resources required to implement and sustain the program.

KEY QUESTIONS	ACTIVITIES TO BE COMPLETED
3.0 PROGRAM IMPLEMENTATION	
3.1 What kind of timetable is needed for the implementation of the new course or program?	3.1 Prepare a projected timetable for implementing the program.
3.2 How will students be selected?	3.2 Prepare a list of student selection criteria.
4.0 PROGRAM EVALUATION	
4.1 What elements of the program can be evaluated?	4.1 Prepare a "Training Program Network."
4.2 What are the specific inputs-processes-outputs required by the program?	4.2 Detail program inputs, processes and outputs.
4.3 What are the evaluation concerns for the program?	4.3 Identify evaluation concerns; list sources of information and evaluation audiences.

At the time of determining local education agency program needs, consideration should be given to the development of a continuum of vocational education programs consisting of:

- ★ *Regular vocational education programs.* Students receive instruction in the same setting as their peers who are not identified as having special needs and are expected to achieve the same minimum requirements. No, or very minor, modifications are necessary.
- ★ *Regular vocational education programs with support services.* Students receive instruction in the same setting as their peers who are not identified as having special needs and are expected to achieve the same minimum requirements if support services, such as special education resource instructors, special equipment and/or material, etc., are provided.

- ★ *Modified vocational education programs.* Students receive instruction within a regular classroom setting; however, the course goals, objectives, and performance standards require modification to allow for individual student needs and their attainment of basic skills.

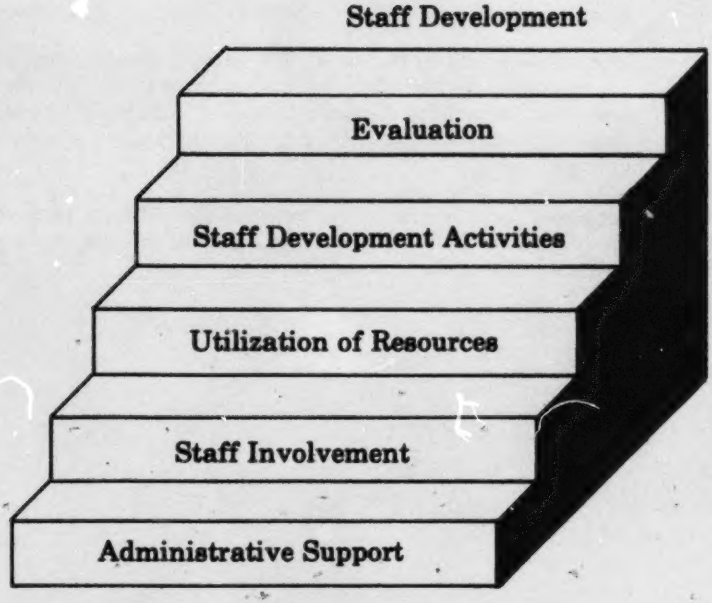
- ★ *Separate vocational education programs.* Students receive instruction in a special class setting. This program is designed for the student who is unable to succeed in an integrated setting and may be limited to a group of students with similar educational needs. Performance standards differ, as students are generally provided with the basic introductory vocational skills.

To insure effective vocational programming for special needs learners, support services should be provided at all points of the continuum. Each local educational agency will have its own method of identifying and providing support services. A list of these services may include, but is not limited to:

1. Modification of facilities, materials, curriculum and equipment
2. Variety of instructional strategies
3. Time or scheduling modifications
4. Remedial programming
5. Special transportation
6. Tutorial services (peers, aides, mentors, or teams)
7. Special education resources
8. Bilingual resources
9. Financial aid
10. Additional staff (professional and/or paraprofessional)
11. Notetaker, interpreter, and reader services
12. Community agencies

It is realized that each local education agency will individualize their approach to serving special needs students; however, key elements essential to the assessment, development, and implementation of successful vocational education programming include administrative support, staff commitment and involvement, careful selection of staff, and the provision of continuous in-service education activities for local district personnel.

STAFF DEVELOPMENT



STAFF DEVELOPMENT

The emphasis on adapting vocational programs to meet the needs of the disadvantaged, handicapped, and limited English proficiency populations necessitates continuous and comprehensive programs of in-service education. Because of the variety of programs being provided by local education agencies and the varying degrees of staff expertise in serving the special needs populations, it is only practical to encourage the planning and implementation of staff development activities at the local level. Thus, provisions for the individual needs of the local education agencies and the educators within each agency can more easily be made.

In-service education has been recognized as a vital component of successful programming for special needs populations:

- Public Law 94-142, The Education for All Handicapped Children Act, mandates that ten percent of the monies received by the states be spent on the development and implementation of in-service activities to enable educators to better provide appropriate programming to handicapped students within the "least restrictive environment."

- The Illinois State Board of Education, Department of Adult, Vocational and Technical Education provides assistance to local education agencies in their efforts to plan and implement vocational staff development activities through the Request for Application process.

To further assist local education agencies in their efforts to develop and implement in-service education activities, an "Action Plan for Long-Range Staff Development" has been provided.

ACTION PLAN FOR LONG-RANGE STAFF DEVELOPMENT

PLANNING

I. Assign a person (with some authority) to facilitate the total in-service staff development effort.

II. Establish a district-wide committee for in-service staff development.

A. Include key people from the vocational education, special education and guidance staffs.

B. This committee should be on-going and active throughout the year.

C. Suggested responsibilities and activities of such a staff development committee include:

1. Identify and prioritize the needs/wants for in-service staff development from all sectors of the district (staff, administrators, parents, etc.).

2. Identify and inventory the resources for in-service staff development.

a. Dollars — including Mini-Grants and the Request for Application (RFA).

b. Expertise (people).

c. Materials.

d. Time.

3. Design year-long and/or multi-year program of in-service staff development activities.

a. Disseminate information throughout the year.

— Periodically provide faculty with newsletters, articles and other information relating to handicapped or disadvantaged students.

— Periodically arrange for films or filmstrips about handicapped or disadvantaged students to be shown either after school or during meetings.

b. In-service workshops.

— Provide direction for in-service planning. Staff members are more receptive to in-service programs

they have planned. In other words, ownership of the problem produces ownership of the solution.

— Arrange for speakers, films and other resources to be used during workshops.

— Assist in the delivery of each in-service workshop.

c. Develop a related university course through which staff can receive college credit.

d. Arrange committees or small groups to adapt materials for LEA use.

e. Arrange for each staff member to develop and use an individualized professional growth plan.

ACTION

Implement the program of in-service staff development activities.

PROGRESS ASSESSMENT

I. Collect evaluation data.

II. Make conclusions and judgments from the data.

III. Disseminate findings to appropriate audiences.

FOR FURTHER ASSISTANCE, CONTACT

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